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ABSTRACT

This document reports the results of an evaluation of Cosumnes River College's pilot year of operating on a flexible school calendar which provided for two 16-week semesters and a three week January intersession. The college had previously operated on a traditional calendar of two 18-week semesters. Evaluation of the alternate calendar was accomplished by questionnaire surveys of faculty, students, support staff, and administrative personnel, which indicated that the large majority of respondents favored adoption of the 16-week calendar. Among the reasons cited by 75% or more of the respondents in support of the flexible calendar were: intersession offered opportunities for short, concentrated student learning experiences, and for staff experimentation, planning, program development, and in-service training; and the 16-week fall semester ended before Christmas vacation, thus facilitating student transfer at midterm to a four-year college or university. All of the groups surveyed indicated they would disagree or strongly disagree with return to the 18-week calendar, and 70% indicated that the opportunity to adopt a flexible calendar should be extended to all California community colleges. The bulk of this document consists of tabulated responses to the evaluation questionnaire. (JDS)

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COSUMNES RIVER COLLEGE

FLEXIBLE CALENDAR

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FLEXIBLE CALENDAR PILOT PROGRAM 1976-77

COSUMNES RIVER COLLEGE
8401 Center Parkway
Sacramento, California 95823

June 1977

RESEARCH
HENRY R. WALTERS

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"FLEXIBLE CALENDAR"

FLEXIBLE CALENDAR PILOT PROGRAM 1976-77

COSUMES RIVER COLLEGE
8401 Center Parkway
Sacramento, California 95823

The trend in the development of a school calendar is away from the traditional formalized and arbitrary division of time to a more flexible plan which facilitates the stated objectives of the teaching-learning process. Research studies indicate however, that, there is no one flexible, non-traditional school calendar which accomplishes these objectives best. Some calendars are better suited to achieve the goals and objectives of the college than others. Different school calendars provide for differing arrangements for teaching and learning.

A major consideration in the adoption of a flexible school plan is to individualize and personalize opportunities for student learning.

Many colleges across the nation, presently using the flexible schedule began their school calendar development by becoming involved first in the Early Semester Calendar. They offered two sixteen-week semesters with a short "inter-term" between the semesters. Some colleges then modified the schedule even more and adopted the "4-1-4" plan.

In the "4-1-4" plan, the school year is divided into nine units (modules) each four weeks (one month) long. The teaching calendar includes various offerings of courses; lecture and lab, as well as work and travel experience. All occur at varying combinations of some basic unit of time, four weeks for example. Students are free to enter or leave this calendar at various points of time.

Some colleges on the "4-1-4" plan retained traditional length courses but also offered concurrently course modules of four and eight weeks in length.

Colleges involved in the different "flexible" calendars indicate that their type of academic calendar becomes a vehicle for student learning and not a fixed plan to which they must accommodate.

BACKGROUND:

Prior to 1968, three-fourths of the nation's colleges and universities utilized the traditional semester school calendar and another 16 percent used the quarter system. By 1975 only 9 percent of those institutions still used the traditional semester calendar and one-fourth used the quarter system. The predominant calendar has become the early semester, used by 45 percent of the nation's colleges and universities, followed by the quarter system. Most colleges which have adopted the early semester calendar can provide greater flexibility in permitting a more innovative and effective design of their instructional programs. Rather than being tied to a traditional term or academic year, the length and concentration of instructional courses can vary according to need, subject content, instructional technique and other relevant factors. In this way the college can respond more effectively to changing educational needs and preferences in the communities served.

California is the only state in the nation in which the predominant school calendar is still the traditional semester system. Twenty California colleges and universities, one of which is Cabrillo Community College, use the "4-1-4" (four months, one month, four months) school calendar. Temporary legislation passed in 1974 provided for the "4-1-4" experiment at Cabrillo.

A pilot flexible school calendar project proposal was discussed in February, 1975 and adopted in April of that year by the Board of Governors of the California Community Colleges. This proposal authorized legislation to be developed which was designed to study the feasibility of adopting total course and calendar flexibility in the community colleges in California.

In April of 1975, this legislation was passed:

Chapter 1212, Statutes of 1975 (AB 2232 - Pilot Program, Flexible Calendar and School Finance in Community Colleges established a pilot program for six community college districts to study more flexible and effective nontraditional calendar and course scheduling.

OBJECTIVES:

Objectives of the pilot program are to:

- (a) study the use of alternative full-time equivalent measures of enrollment that eliminate factors which theoretically convert enrollment to attendance,
- (b) evaluate a minimum instructional year of 160 days for community colleges similar to that of other segments of postsecondary education while retaining the 175 day academic year,
- (c) facilitate articulation of community college students with other segments of postsecondary education,
- (d) allow programs and courses to be designed on the basis of student need, subject content, thereby increasing student access, persistence, and achievement of other student-related objectives,
- (e) provide opportunity to smooth peak student course demand within an educationally and fiscally responsible framework,
- (f) provide for and evaluate the use of designated "non-instructional" days for staff participation in instruction-related activities, and
- (g) implement the pilot program at no gain/no loss in district operating revenue per unit of student workload.

Pilot Districts

The six districts participating in the pilot program are:

- (a) El Camino Community College District
- (b) Grossmont Community College District
- (c) Los Rios Community College District
- (d) Saddleback Community College District
- (e) San Jose Community College District
- (f) West Kern Community College District

Cosumnes River College, one of the three colleges in the Los Rios District, was selected to participate in the Flexible Calendar Pilot Project. The college adopted the school calendar which provided for two sixteen week semesters and a three week "Intersession" between the fall and spring semesters. The fall semester began August 30, 1976 and ended December 23, 1976. The "Intersession" began on January 10, 1977 and ended on January 28, 1977.

EVALUATION PROCEDURE:

The enabling legislation for the pilot program requires an evaluation to be made to the legislature at the end of each year of the program.

At Cosumnes River College, the evaluation questionnaires were distributed in early May, 1977 to:

1. Faculty

Full-time

Part-time

Outreach

2. Students

Day

Evening

3. Support Staff

Counselors

Librarians

Student Personnel Staff

4. Administration

SUMMARY:

The results of the survey indicate that the large majority of the students, faculty, support staff and college administration favor the adoption of the 16-week calendar.

Their primary reasons, in which 75% or more of each group concurred, were:

1. The intersession provides greater opportunity:
 - a. to offer students a short concentrated learning experience.
 - b. to offer short courses not available during the regular semester.
 - c. for staff to participate in and to experiment with educational innovation.
 - d. to allow re-entering students to return to college at a gradual pace.
 - e. to offer workshops directly related to course presentation.
 - f. to attract motivated students.
 - g. allow students to concentrate on one subject or area.
 - h. allows staff to experiment with short course modules.
 - i. allows counselors more time to assist students with career planning.
 - j. allows staff more time to investigate new programs.
 - k. allows staff time to develop current programs.
 - l. provides opportunity for staff in-service training.
 - m. allows staff to visit and communicate with faculty at other colleges.
2. Semester ends before Christmas vacation:
 - a. eliminates the problem of administering or taking final examinations after a two-week vacation.
 - b. allows students to end school semester at an earlier time.
 - c. allows students to transfer at mid term to a four year college or university.

Additional reasons for favoring the shorter semester as viewed by the counseling staff included:

1. Provided counselors with more time between semester to work with students in-depth.
2. Provided students a greater opportunity to explore career opportunities.
3. Allowed many students to review basic learning skills.
4. Allowed counselors to visit other colleges.
5. Allowed financial aid counselor more time to evaluate student need.

Librarians favored the 16-week calendar for these reasons:

1. Provided an opportunity for informal meetings with staff and students to determine learning resource needs.
2. Provided an opportunity to discuss college goals and objectives with staff during the intersession.

The college administration stated the following reasons for approving the 16-week semester.

1. It provides the students an opportunity between semesters with a choice to work or to take short-term courses not necessarily related to their major.
2. It allows the staff to develop courses on an experimental basis.
3. It encourages faculty to incorporate successful features of a mini-course into the regular 16-week classes.
4. It permits the staff to visit other college campuses to investigate new trends and innovative educational practices.
5. It encourages staff to investigate the possibilities of modular scheduling.
6. It permits greater opportunity for students to transfer at mid term to a four year college or university.
7. Intersession allows the staff opportunity for in-service training and program development.
8. Ending the semester before the Christmas holidays, eliminates many problems with final examinations usually held after the vacation period.

All the groups which were surveyed indicated that they would disagree or strongly disagree that the college should return to the traditional 18-week semester calendar.

Seventy percent of the groups which were surveyed agreed or strongly agreed that the opportunity to adopt the flexible calendar should be extended to all California community colleges.

Reaction from all the groups surveyed regarding the first year of the flexible calendar pilot program indicates that Cosumnes River College should continue additional research and planning in the non-traditional approach to teaching and learning.

I WOULD LIKE TO SEE THE COLLEGE RETURN TO THE TRADITIONAL SEMESTER CALENDAR.

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
Faculty	6.0	5.0	11.0	34.0	44.0
Counselors/Support Staff			10.0	60.0	30.0
Administration				57.0	43.0

IN MY OPINION, THE FLEXIBLE CALENDAR SHOULD BE EXTENDED TO ALL CALIFORNIA COMMUNITY COLLEGES.

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
Faculty	33.0	40.0	19.0	5.0	3.0
Counselors/Support Staff	30.0	40.0	30.0		
Administration	29.0	57.0	14.0		
Students	42.0	34.0	18.0	4.0	2.0

STUDENT RESPONSES
PROFILE

ALL STUDENTS

	<u>RESPONSES</u>	<u>PERCENT RESPONSES</u>
Were you aware when you enrolled at CRC that the college was on a 16-week, not an 18-week semester?		
Yes	439	76%
No	137	24%
Age Group and Sex:		
Male	295	51%
Female	281	49%
19 or under	203	35%
20 - 24	195	34%
25 - 29	72	13%
30 - 34	30	5%
35 and over	76	13%
I attended Cosumnes River College during the fall semester, 1976.		
Yes	392	68%
No	184	32%
If no, I was enrolled in another college. I was not in school last semester.	57 127	10% 22%
I attended the Intersession at CRC.		
Yes	136	24%
No	440	76%
I am currently enrolled as:		
First-year college student (Freshman).	306	53%
Second-year college student (Sophomore).	239	42%
Not certain	31	5%
I am planning to transfer to a four-year college or university.		
Yes	356	62%
No	159	27%
Undecided	61	11%
TOTAL RESPONSES: ALL STUDENTS	12	576

STUDENT RESPONSES

TOTAL DAY/EVENING STUDENTS

<u>In your opinion:</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>NO OPINION</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
The 16-week semester provided enough time for you to complete the requirements for the courses in which you were enrolled.	31.0	52.0	8.0	7.0	2.0
Faculty members were readily available during the school year for assistance.	33.0	49.0	14.0	3.0	1.0
The counseling and guidance services provided during the year were very helpful in planning your future course of study.	18.0	36.0	36.0	8.0	2.0
The 16-week semester allowed the fall semester to begin at a time which was convenient to you.	34.0	41.0	18.0	25.0	2.0
Eliminating the need to return to school after the Christmas vacation to complete the fall semester is a positive feature of the 16-week semester.	68.0	20.0	9.0	2.0	1.0
The 16-week semester calendar was a factor in your decision to attend CRC this school year.	18.0	17.0	39.0	21.0	5.0
The 16-week semester calendar should be made available for all students enrolled in California community colleges.	42.0	34.0	18.0	4.0	2.0

TOTAL RESPONSES: DAY/EVENING STUDENTS - 576

NOTE: Figures indicate percentage responses.

STUDENT RESPONSES
PROFILE

DAY STUDENTS

	<u>RESPONSES</u>	<u>PERCENT RESPONSES</u>
Were you aware when you enrolled at CRC that the college was on a 16-week, not an 18-week semester?		
Yes	319	77%
No	95	23%
Age Group and Sex:		
Male	195	47%
Female	219	53%
19 or under	181	43%
20 - 24	160	39%
25 - 29	34	9%
30 - 34	13	3%
35 and over	26	6%
I attended Cosumnes River College during the fall semester, 1976.		
Yes	289	70%
No	125	30%
If no, I was enrolled in another college.	43	11%
I was not in school last semester.	125	30%
I attended the Intersession at CRC.		
Yes	108	26%
No	306	74%
I am currently enrolled as:		
First-year college student (Freshman).	236	57%
Second-year college student (Sophomore).	178	43%
I am planning to transfer to a four-year college or university.		
Yes	275	66%
No	108	34%
TOTAL RESPONSES: Day Students	414	

STUDENT RESPONSES

DAY STUDENTS

<u>In your opinion:</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>NO OPINION</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
The 16-week semester provided enough time for you to complete the requirements for the courses in which you were enrolled.	30.0	52.0	9.0	7.0	2.0
Faculty members were readily available during the school year for assistance.	33.0	50.0	12.0	4.0	1.0
The counseling and guidance services provided during the year were very helpful in planning your future course of study.	16.0	36.0	35.0	9.0	4.0
The 16-week semester allowed the fall semester to begin at a time which was convenient to you.	33.0	39.0	19.0	6.0	3.0
Eliminating the need to return to school after the Christmas vacation to complete the fall semester is a positive feature of the 16-week semester.	71.0	18.0	7.0	3.0	1.0
The 16-week semester calendar was a factor in your decision to attend CRC this school year.	16.0	18.0	38.0	22.0	6.0
The 16-week semester calendar should be made available for all students enrolled in California community colleges.	42.0	33.0	18.0	5.0	2.0

TOTAL RESPONSES - DAY STUDENTS - 414

NOTE: Figures indicate percentage responses.

STUDENT RESPONSES
PROFILE

EVENING STUDENTS

	<u>RESPONSES</u>	<u>PERCENT RESPONSES</u>
Were you aware when you enrolled at CRC that the college was on a 16-week, not an 18-week semester?		
Yes	120	74%
No	42	26%
Age Group and Sex:		
Male	100	62%
Female	62	38%
19 or under	22	13%
20 - 24	35	22%
25 - 29	38	25%
30 - 34	17	10%
35 and over	50	30%
I attended Cosumnes River College during the fall semester, 1976.		
Yes	103	63%
No	59	37%
If no, I was enrolled in another college.	14	9%
I was not in school last semester.	45	28%
I attended the Intersession at CRC.		
Yes	28	17%
No	134	83%
I am currently enrolled as:		
First-year college student (Freshman).	70	43%
Second-year college student (Sophomore).	61	38%
Not certain	31	19%
I am planning to transfer to a four-year college or university.		
Yes	81	50%
No	51	31%
Undecided	30	19%
TOTAL RESPONSES: EVENING STUDENTS	162	

STUDENT RESPONSES

EVENING STUDENTS

<u>In your opinion:</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>NO OPINION</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
The 16-week semester provided enough time for you to complete the requirements for the courses in which you were enrolled.	32.0	50.0	7.0	8.0	3.0
Faculty members were readily available during the school year for assistance.	30.0	48.0	18.0	1.0	3.0
The counseling and guidance services provided during the year were very helpful in planning your future course of study.	21.0	35.0	37.0	6.0	1.0
The 16-week semester allowed the fall semester to begin at a time which was convenient to you.	33.0	45.0	14.0	5.0	3.0
Eliminating the need to return to school after the Christmas vacation to complete the fall semester is a positive feature of the 16-week semester.	55.0	24.0	13.0	4.0	4.0
The 16-week semester calendar was a factor in your decision to attend CRC this school year.	22.0	14.0	41.0	17.0	6.0
The 16-week semester calendar should be made available for all students enrolled in California community colleges.	40.0	34.0	19.0	3.0	4.0

TOTAL RESPONSES - EVENING STUDENTS - 162

NOTE: Figures indicate percentage responses.

STUDENT RESPONSES
PROFILE

STUDENTS ATTENDED COSUMNES RIVER
Fall Semester 1976
Day Only

	<u>RESPONSES</u>	<u>PERCENT RESPONSES</u>
Were you aware when you enrolled at CRC that the college was on a 16-week, not an 18-week semester?		
Yes	248	85.0
No	41	15.0
Age Group and Sex:		
Male	140	48.0
Female	149	52.0
19 or under	137	47.0
20 - 24	106	37.0
25 - 29	24	8.0
30 - 34	9	3.0
35 and over	13	5.0
I attended the Intersession at CRC.		
Yes	93	32.0
No	196	68.0
I am currently enrolled as:		
First-year college student (Freshman).	146	50.5
Second-year college student (Sophomore).	143	49.5
I am planning to transfer to a four-year college or university.		
Yes	195	67.0
No	72	25.0
Undecided	22	8.0
TOTAL RESPONSES:	289	

STUDENT RESPONSES

STUDENTS ATTENDED COSUMNES RIVER

Fall Semester, 1976

DAY ONLY

<u>In your opinion:</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>NO OPINION</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
The 16-week semester provided enough time for you to complete the requirements for the courses in which you were enrolled.	32.0	55.0	4.0	7.0	2.0
Faculty members were readily available during the school year for assistance.	35.0	51.0	10.0	3.0	1.0
The counseling and guidance services provided during the year were very helpful in planning your future course of study.	15.0	34.0	36.0	12.0	3.0
The 16-week semester allowed the fall semester to begin at a time which was convenient to you.	39.0	43.0	10.0	6.0	2.0
Eliminating the need to return to school after the Christmas vacation to complete the fall semester is a positive feature of the 16-week semester.	78.0	17.0	1.0	3.0	1.0
The 16-week semester calendar was a factor in your decision to attend CRC this school year.	18.0	17.0	37.0	22.0	6.0
The 16-week semester calendar should be made available for all students enrolled in California community colleges.	46.0	33.0	16.0	4.0	1.0

TOTAL RESPONSES - 289

NOTE: Figures indicate percentage responses.

STUDENT RESPONSES

COMMENTS:

"More organization to intersession, increase class offerings and reduce class conflicts to allow students to take better advantage of courses offered."

"Offer more travel courses during intersession."

"Should be more units offered for intersession classes so that they will be worth more time."

"I don't think the teachers had their schedules set for the fall semester. There was a rush to finish up the last two or three weeks; however, I have not experienced this during the spring semester so I assume they made the necessary adjustments."

"Cut down the Christmas vacation so that we could get our earlier in the year."

"Those students who attend two colleges can't attend intersession."

"Include more transferable units in the evening or classes at D.M.V. and other places. Working people now have more desire than ever to do something about the education they couldn't achieve before."

"Offer more classes in the afternoon."

DISADVANTAGES:

"Shorter time to complete work, classes are cramed a little more."

"Some instructors don't utilize their class time to their advantage, leading to a rush at the end of the semester. Some instructors push to finish their initial objectives."

"The 16-week semester is O.K. for some classes but for others, the pace of the class has to move too fast to cover all the material."

"I bought the book and then we didn't finish it."

ADVANTAGES:

"There are advantages for the student who works and goes to school."

"The semester is over before Christmas so it eliminates finals after the holidays."

"Classes have less time to be boring - pushes the student which is good."

"A chance to take different kinds of classes during the intersession - makes the school year more interesting."

"I was able to attend my National Guard 2-week training and still had ample time to work on academics."

Student Comments
Page 2
Advantages Cont'd.

"I had time for a good counseling session during intersession which I didn't during the semester because I have a job."

"Why not try the quarter system?"

"You learn as much and it produces a little more pressure which keeps you going and working at peak efficiency. No coming back to finals after Christmas. Intersession is a good alternative for some students who need some extra units."

FACULTY RESPONSES

FULL-TIME DAY INSTRUCTORS

<u>In your opinion:</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>NO OPINION</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
It was not necessary to <u>drastically</u> revise the content of my courses due to the change from an 18-week to the 16-week semester.	36.0	57.0		6.0	1.0
This year, I was able to adequately cover the course content during the 16-week semester.	26.0	62.0	1.0	10.0	1.0
This year, the student achievement in my courses compared favorably to past student performance during the 18-week semesters.	29.0	62.0	5.0	3.0	1.0
The early starting date for the fall term presented personal problems for me.	6.0	13.0	5.0	47.0	29.0
During the 16-week semesters I was able to provide advisement services for students enrolled in my courses the same as in the past.	29.0	59.0	10.0	1.0	1.0
Student persistence in my courses was the same during the 16-week semester as it was during the 18-week semester.	33.0	55.0	6.0	5.0	1.0
Eliminating the need to return to school after the Christmas vacation is a positive feature of the 16-week semester.	73.0	21.0	5.0	1.0	
The early semester calendar caused students to register late for the fall semester and they were unable to "catch up" with course material.	1.0	22.0	15.0	47.0	15.0
There was an opportunity for my involvement in the development of:					
a. the college academic calendar.	8.0	26.0	29.0	24.0	13.0
b. the Intersession activities.	27.0	62.0	1.0	10.0	

In your opinion:	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
The three-week Intersession is a vital part of the flexible calendar.	34.0	37.0	8.0	15.0	6.0
The Intersession provided time for staff development opportunities not available to the faculty in prior years.	44.0	36.0	8.0	6.0	6.0
The procedures used to identify and to account for my activity during Intersession were well defined.	22.0	56.0	11.0	6.0	5.0
The Intersession should involve:					
a. Classroom instruction only.	7.0		7.0	42.0	44.0
b. Staff and program development only.	10.0	4.0	8.0	38.0	40.0
c. A combination of both classroom instruction and staff/program development.	49.0	42.0	6.0		3.0
I would like to see the college return to the traditional semester calendar.	6.0	5.0	11.0	34.0	44.0
The flexible calendar should be made available at all California community colleges.	33.0	40.0	19.0	5.0	3.0
INSTRUCTORS CONTACTED	84				
TOTAL RESPONSES - Day Instructors	62				
PERCENT RESPONSES	75%				

NOTE: Figures indicate percentage responses.

FACULTY RESPONSES

PART-TIME: EVENING INSTRUCTORS

<u>In your opinion:</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>NO OPINION</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
It was not necessary to <u>drastically</u> revise the content of my courses due to the change from an 18-week to the 16-week semester.	50.0	42.0		8.0	
This year, I was able to adequately cover the course content during the 16-week semester.	39.0	47.0	6.0		8.0
This year, the student achievement in my courses compared favorably to past student performance during the 18-week semesters.	31.0	55.0	6.0		8.0
The early starting date for the fall term presented personal problems for me.	14.0	19.0	11.0	31.0	25.0
During the 16-week semesters I was able to provide advisement services for students enrolled in my courses the same as in the past.	28.0	58.0	8.0		6.0
Student persistence in my courses was the same during the 16-week semester as it was during the 18-week semester.	33.0	50.0	6.0	11.0	
Eliminating the need to return to school after the Christmas vacation is a positive feature of the 16-week semester.	53.0	16.0	14.0	14.0	3.0
The early semester calendar caused students to register late for the fall semester and they were unable to "catch up" with course material.	6.0	11.0	16.0	44.0	23.0
There was an opportunity for my involvement in the development of:					
a. the college academic calendar.	8.0	23.0	37.0	16.0	16.0
b. the Intersession activities.		24.0	37.0	23.0	16.0

Part-Time: Evening Instructors (cont'd.)
Page 2

In your opinion:	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
The three-week Intersession is a vital part of the flexible calendar.	11.0	31.0	28.0	19.0	11.0
The Intersession provided time for staff development opportunities not available to the faculty in prior years.	14.0	36.0	34.0	8.0	8.0
The procedures used to identify and to account for my activity during Intersession were well defined.	5.0	44.0	25.0	23.0	3.0
The Intersession should involve:					
a. Classroom instruction only.		25.0	34.0	28.0	13.0
b. Staff and program development only.	11.0	22.0	31.0	23.0	13.0
c. A combination of both classroom instruction and staff/program development.	23.0	25.0	36.0	8.0	8.0
I would like to see the college return to the traditional semester calendar.	8.0		20.0	36.0	36.0
The flexible calendar should be made available at all California community colleges.	36.0	28.0	22.0	6.0	8.0
INSTRUCTORS CONTACTED	55				
TOTAL RESPONSES - Evening Instructors	36				
PERCENT RESPONSES	66%				

NOTE: figures indicate percentage responses.

FACULTY COMMENTS

Full-time/Part-time

ADVANTAGES:

"Drop rate and absentee rate increases rapidly in the second half of the semester. The 16-week semester reduces the 'academic fatigue'."

"Eliminates the 'shut-down start-up' problems associated with the traditional fall semester. Ending semester before Christmas is a positive feature."

"Keeps the students and teachers alert - no time to drag your feet. Offers a continuity of study without interruption of extended holidays."

"It allows the various teaching disciplines to zero in on specialized instructional areas during the intersession which are not possible or practical in the traditional semester."

"The creativity offered by intersession should give time - more time for staff and program development."

"I personally found that speeding up didn't detract from the material I usually present. I found speeding up more an asset than a liability."

"I believe that the students achieve as much during the shorter semester as they did before."

"Grades on finals seem to have been higher."

"Intersession provides for special projects, program development, new kinds of courses, innovative teaching and a chance to 'shift gears'."

"Students seem to be more highly motivated - especially those who attended intersession."

"Forces the instructor to concentrate on the subject - cuts out the extraneous. Interest span of most students is about 16 weeks."

"Forces an instructor to revise a course and to eliminate superfluous material, get down to basics, eliminate delay in getting started with the heart of the course content. One quickly discovers what is really needed, it is a good form of self evaluation about course content, it's importance, no matter how painful the experience might be. It is good to have a vacation in December without the prospect of papers to grade, tests to correct and completing a semester after you return."

SUGGESTIONS FOR CHANGES OR IMPROVEMENT:

"Why have intersession only in January. If it were in June also more outside activities could be experimented with; travel, sports, personal staff development. All that is accomplished in January could also be done in June."

"Shorten the semester to 15 weeks and increase the length of intersession to 6 weeks. Could also offer 6 weeks in summer. Eliminate spring registration by having it coincide with intersession."

"An attempt should be made to appropriately distribute the intersession load. I taught seven hours each day during the intersession. My neighbor didn't teach at all. Why not alternate each year, teaching one year - staff development the next."

"There is a need to sort some material and eliminate it. A need to redesign courses."

"Instructors should have the opportunity to take other instructor's courses."

"If an instructor teaches during intersession, he should be given release time during the fall semester to prepare."

"Should be better selection of courses and better scheduling of classes. More teacher/staff development."

"Quit reorganizing and get down to business."

"Experiment with the quarter semester."

"I question the term 'flexible calendar' unless we really intend to make it flexible, by offering flexible credit, flexible starting and ending dates, flexible courses, etc."

"Should be able to initiate intersession courses up to the time they are to be offered. The deadline which is seven months in advance doesn't give you enough flexibility."

"Make intersession optional to staff with a pay or no pay situation."

"Make both the intersession and summer session four weeks."

"There should be a better advertising of our unique schedule to attract more students. More on-campus workshops planned early enough to allow more students and staff to participate."

"Go back to 18-week semester and start early to end before Christmas. Start spring semester immediately after Christmas vacation and get out early."

"Do away with final exam week and let the instructors determine their own evaluation schedule. This would add several days at the end of each semester."

"Be more flexible in time scheduling to allow faculty time to develop adequate courses. To solve over staffing, select faculty to prepare courses for intersession by reducing their teaching load to 12 units the prior semester. A course can only be adequately developed in this manner - not in a 2 or 3 week period when one is busy with 15 units, meetings, etc."

DISADVANTAGES:

"It is not sufficiently different from the 18-week semester to motivate real innovation. It only requires minor adjustments which do not result in innovative changes in curriculum or in the educational delivery system."

"Excessive meetings during the intersession."

"Christmas break no longer coincides with that of my family."

"I'd prefer to slow down a bit. I'm running to do as much as I used to in the 18-week plus."

"The early starting time in the fall is an extremely short break period for those teachers involved in summer session."

"Cannot take time for subject review as I did before."

"There was less time for labs."

"Students not involved in the intersession had a difficult time getting back their study habits after six weeks off."

"There is less time to work with slower paced students. It tends to make more demands on the marginal student."

"I can think of no disadvantages content-of-course wise; however, the term 16 week is deluding. The fall term is interrupted by so many holidays that a shortened semester becomes shorter, continuity is disrupted. Compare this with the longer continuous period of instruction relatively free from interruptions in the spring semester."

"It is difficult for outreach instructors to make up time missed."

"Difficult for outreach instructors to attend meetings at C.R.C."

FACULTY RESPONSE

BY DIVISION

Question 1

It was not necessary to drastically revise the content of my courses due to the change from an 18-week to the 16-week semester..

<u>DIVISION</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>NO OPINION</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>	<u>TOTAL</u>
Business	2	5		1		8
Communications	1	2			1	4
Humanities	6	6		2		14
Math/Technology	4	7				11
P.E.	3	3				6
Science	3	6		1		10
Social Science	3	6				9
TOTAL RESPONSE	22	35		4	1	62
PERCENT RESPONSE	36%	57%		6%	1%	

FACULTY RESPONSE

BY DIVISION

Question 2

This year, I was able to adequately cover the course content during the 16-week semester.

<u>DIVISION</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>NO OPINION</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>	<u>TOTAL</u>
Business	2	5		1		8
Communications	2	1		1		4
Humanities	3	11				14
Math/Technology	3	7	1			11
P.E.	2	4				6
Science	1	7		1	1	10
Social Science	2	4		3		9
TOTAL RESPONSE	15	39	1	6	1	62
PERCENT RESPONSE	26%	62%	1%	10%	1%	

FACULTY RESPONSE

BY DIVISION

Question 3

This year, the student achievement in my courses compared favorably to past student performance during the 18-week semesters.

<u>DIVISION</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>NO OPINION</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>	<u>TOTAL</u>
Business	2	5		1		8
Communications	3	1				4
Humanities	3	10		1		14
Math/Technology	3	6	2			11
P.E.	2	3	1			6
Science	3	6			1	10
Social Science	2	7				9
TOTAL RESPONSE	18	38	3	2	1	62
PERCENT RESPONSE	29%	62%	5%	3%	1%	

FACULTY RESPONSE

BY DIVISION

Question 4

The early starting date for the fall term presented personal problems for me.

<u>DIVISION</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>NO OPINION</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>	<u>TOTAL</u>
Business		1	1	5	1	8
Communications				2	2	4
Humanities	2	2	1	7	2	14
Math/Technology	1	1		6	3	11
P.E.		2	1	2	1	6
Science	1	1		4	4	10
Social Science		1		3	5	9
TOTAL RESPONSE	4	8	3	29	18	62
PERCENT RESPONSE	6%	13%	5%	47%	29%	

FACULTY RESPONSE

BY DIVISION

Question 5

During the 16-week semesters I was able to provide advisement services for students enrolled in my courses the same as in the past.

<u>DIVISION</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>NO OPINION</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>	<u>TOTAL</u>
Business	3	4		1		8
Communications	2	2				4
Humanities	3	8	3			14
Math/Technology	3	8				11
P.E.		5	1			6
Science	4	4	1		1	10
Social Science	3	5	1			9
TOTAL RESPONSE	18	36	6	1	1	62
PERCENT RESPONSE	29%	59%	10%	1%	1%	

FACULTY RESPONSE

BY DIVISION

Question 6

Student persistence in my courses was the same during the 16-week semester as it was during the 18-week semester.

<u>DIVISION</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>NO OPINION</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>	<u>TOTAL</u>
Business	2	5		1		8
Communications	1	3				4
Humanities	5	7	1	1		14
Math/Technology	3	6	2			11
P.E.	2	2	1	1		6
Science	4	5			1	10
Social Science	3	6				9
TOTAL RESPONSE	20	34	4	3	1	62
PERCENT RESPONSE	33%	55%	6%	5%	1%	

FACULTY RESPONSE

BY DIVISION

Question 7

Eliminating the need to return to school after the Christmas vacation is a positive feature of the 16-week semester.

<u>DIVISION</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>NO OPINION</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>	<u>TOTAL</u>
Business	5	2		1		8
Communications	4					4
Humanities	10	3	1			14
Math/Technology	9	1	1			11
P.E.	4	2				6
Science	8	2				10
Social Science	5	3	1			9
TOTAL RESPONSE	45	13	3	1		62
PERCENT RESPONSE	73%	21%	5%	1%		

FACULTY RESPONSE

BY DIVISION

Question 8

The early semester calendar caused students to register late for the fall semester and they were unable to "catch up" with course material.

<u>DIVISION</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>NO OPINION</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>	<u>TOTAL</u>
Business		1	2	3	2	8
Communications				3	1	4
Humanities		3	3	6	2	14
Math/Technology		3		6	2	11
P.E.		1	2	3		6
Science	1	2	2	3	2	10
Social Science		4		5		9
TOTAL RESPONSE	1	14	9	29	9	62
PERCENT RESPONSE	1%	22%	15%	47%	15%	

FACULTY RESPONSE

BY DIVISION

Question 10

The three-week Intersession is a very vital part of the flexible calendar.

<u>DIVISION</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>NO OPINION</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>	<u>TOTAL</u>
Business	1	4		1	2	8
Communications	3	1				4
Humanities	6	6		2		14
Math/Technology	2	4	1	4		11
P.E.	3	2		1		6
Science	5	2	2		1	10
Social Science	1	4	2	1	1	9
TOTAL RESPONSE	21	23	5	9	4	62
PERCENT RESPONSE	34%	37%	8%	15%	6%	

FACULTY RESPONSE

BY DIVISION

Question 13

The Intersession should involve a combination of both classroom instruction and staff/program development.

<u>DIVISION</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>NO OPINION</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>	<u>TOTAL</u>
Business	4	2	1		1	8
Communications	2	2				4
Humanities	9	3	2			14
Math/Technology	3	7	1			11
P.E.	2	4				6
Science	4	5			1	10
Social Science	6	3				9
TOTAL RESPONSE	30	26	4		2	62
PERCENT RESPONSE	49%	42%	6%		3%	

FACULTY RESPONSE

BY DIVISION

Question 14

I would like to see the college return to the traditional semester calendar.

<u>DIVISION</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>NO OPINION</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>	<u>TOTAL</u>
Business		1	1	5	1	8
Communications				2	2	4
Humanities		2	4	5	3	14
Math/Technology	1			4	6	11
P.E.				2	4	6
Science	1		1	2	6	10
Social Science	2		1	1	5	9
TOTAL RESPONSE	4	3	7	21	27	62
PERCENT RESPONSE	6%	5%	11%	34%	44%	

FACULTY RESPONSE

BY DIVISION

Question 15

The flexible calendar should be made available at all California community colleges.

<u>DIVISION</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>NO OPINION</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>	<u>TOTAL</u>
Business	2	4	1	1		8
Communications	2	2				4
Humanities	4	3	6	1		14
Math/Technology	5	4	2			11
P.E.	2	3		1		6
Science	3	6			1	10
Social Science	2	3	3		1	9
TOTAL RESPONSE	20	25	12	3	2	62
PERCENT RESPONSE	33%	40%	19%	5%	3%	

COUNSELING/SUPPORT STAFF RESPONSES

<u>In your opinion:</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>NO OPINION</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
The quality of counseling/support services offered to students was the same during the 16-week semester as it was during the 18-week semester.	60.0	30.0	10.0		
Eliminating the need to return to school after the Christmas vacation is a positive feature of the 16-week semester.	80.0	10.0	10.0		
The early semester calendar caused students to register late for the fall semester and they were unable to "catch up" with course material.		10.0	30.0	60.0	
There was an opportunity for my involvement in the development of:					
(a) the college academic calendar.	20.0	20.0	40.0	20.0	
(b) the Intercession activities.	30.0	60.0	10.0		
The three-week Intercession is a vital part of the flexible calendar.	60.0	40.0			
The Intercession provided time for staff development opportunities not available to the faculty in prior years.	60.0	40.0			
The Intercession should involve:					
(a) Classroom instruction only.			30.0	50.0	20.0
(b) Staff/program development only.			30.0	50.0	20.0
(c) A combination of both classroom instruction and staff/program development.	80.0	20.0			
The procedures used to identify and to account for my activity during Intercession were well defined.	20.0	50.0	20.0	10.0	
I would like to see the college return to the traditional semester calendar.			10.0	60.0	30.0
The flexible calendar should be made available at all California community colleges.	30.0	40.0	30.0		

TOTAL RESPONSES - COUNSELING/SUPPORT STAFF - 10

NOTE: Figures indicate percentage responses.

MANAGEMENT STAFF RESPONSES

<u>In your opinion:</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>NO OPINION</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
Eliminating the need to continue the fall semester after the Christmas vacation is a positive feature of the 16-week semester.	100.0				
The early starting date for instruction during the fall term is a problem.			14.0	57.0	29.0
The Intersession provided time for staff development opportunities not available to the faculty in prior years.	57.0	43.0			
There was an opportunity for faculty involvement in the development of:					
(a) the college academic calendar.	29.0	57.0	14.0		
(b) activities during Intersession.	57.0	43.0			
The Intersession period was utilized effectively by faculty with beneficial results.	14.0	72.0	14.0		
The Intersession period poses a problem of faculty accountability.		43.0		43.0	14.0
The three-week Intersession is a vital part of the flexible calendar.	72.0	28.0			
The Intersession should involve:					
(a) classroom instruction only.				57.0	43.0
(b) staff/program development only.				57.0	43.0
(c) a combination of both classroom instruction and staff/program development.	72.0	14.0	14.0		
I would like to see the college return to the traditional semester calendar.				57.0	43.0
In my opinion, the flexible calendar should be extended to all California community colleges.	29.0	57.0	14.0		
TOTAL RESPONSES - MANAGEMENT STAFF - <u>7</u>					

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NOTE: Figures indicate percentage responses.